

What is your lesson title? Briefly explain why you chose this title.

0.1 Synopsis of the lesson

Briefly describe the central idea of the lesson.

0.2 Context of the lesson

Briefly describe the context of the lesson. Where does it fit in a learning path, unit, sequence of lessons? Which course or grade is this for? What are important characteristics of the students that the lesson is for? What time of the day is the lesson? Where are they coming from before your lesson?

Context	Explanation
Curricular	
Course/Grade	
Student Characteristics	
Time of day and prior lesson/activity	

Notes:

1.1 Standards

Which Common Core Mathematics Standards and Practices does this lesson address? Briefly explain why.

Standard	Rationale

Notes:

1.2 Objectives

What are the objectives for the lesson? How will you assess these objectives during the lesson phases and after the lesson?

Objective	Assessment During Lesson	Assessment After Lesson

Notes:

2.1 Lesson preparations

What do you need to do in preparation for this lesson? Create a checklist.

- ☐ Copying:
- ☐ Equipment:
- ☐ Materials:
- ☐

3.1 Start of instructional time

What will you do when the students enter the classroom?

3.2 Launching the lesson

Describe how you will launch the lesson: 1.How will your organize the class environment and students? 2. How will you set the context for the work ahead? 3. How will you recall relevant prior knowledge? 4. What math language will you promote? 5. What challenge will you pose to the students? 6. What are the parameters for behavior during the explore phase? 7. What expectations will you set for what students need to produce? 8. How will you verify that students are ready for the task ahead? 9. What probing questions do you have prepared for this phase? Complete the table below. Then describe what materials you will distribute and when.

Launch element	Description
1. Physical Organization	
2. Setting Context	
3. Prior Knowledge	
4. Math Language	
5. Challenge	
6. Learning Behavior Expectations	
7. Product Expectations	
8. Task Readiness Verification	
9. Probing Questions	

Describe what materials will you distribute and when:

3.3 Exploration

1. What is the physical class organization during this phase? 2. Briefly describe what students will be doing. 3. How will you monitor their progress toward the lesson objectives? 4. How will you keep them on task? 5. What accommodations will you make (if any) for students with special needs? 6. What scaffolds (differentiation) will you provide for students who struggle? 7. What extra challenges (differentiation) do you have prepared for students who find the work easy? 8. What hints and/or cues do you have prepared to keep students actively engaged with the work? 9. What probing questions do you have prepared to stimulate the students' thinking? Complete the table below. Then describe how you will transition to the Summarize phase.

Explore element	Description
1. Physical Organization	
2. Student Activity	
3. Monitoring Progress	
4. On Task Management	
5. Accommodations	
6. Differentiation: Scaffolds	
7. Differentiation: Extra Challenges	
8. Hints and Cues	
9. Probing Questions	

Describe how you will transition to the summarize phase:

3.4 Share and Summarize

1. How will you physically organize the classroom? 2. How will you organize and solicit sharing of discoveries/findings? 3. How will you lift out and abstract the mathematics? 4. How will you determine students are ready for the next lesson? 5. What probing questions do you have prepared for this phase? 6. What practice/homework do you have prepared? 7. How will you close the Share and Summarize phase? Complete the table below.

Share and Summarize element	Description
1. Physical Organization	
2. Sharing Organization	
3. Lift out and Abstract Math	
4. Readiness for next lesson	
5. Probing Questions	
6. Practice/Homework	
7. Closure	

Notes:

3.5 End of instructional time

How will you *formally* end the instructional period and prepare students to leave the classroom?